

SYLLABUS
College of Design
Department of Design, Housing, and Apparel

Class meeting days & time: 9:05 – 11 a.m. Monday and Wednesday
Classroom: 110 Northrup Memorial Auditorium
Credits: 4 semester credits
Final exam date & time: online; 1:30-3:30pm Thursday, May 12

Instructor: Marilyn Bruin, Ph.D.
Office: Room 360 McNeal Hall
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Course Description: This course focuses on development and management issues in multifamily housing. The subjects of study include: multifamily housing development planning and financing, management approaches, management issues with specific residential populations such as the elderly and families with children, and affordable housing issues such as public housing, cooperatives, and community land trusts. This term, we are participating in the Resilient Communities Project of the UM Center for Urban and Regional Affairs (CURA) and will focus on affordable housing options in Carver County.

Class Moodle Site: Resilient Communities Class Moodle Site: tbd

Course Prerequisites: HSG 2401 and junior status; or permission of instructor

Required Text:

Peiser, R., & Hamilton, D. (2012). *Professional real estate development: The ULI guide to the business* (3rd edition). Washington, DC: The Urban Land Institute.

Additional Required Readings will be posted on the class Moodle site

You should read the material before coming to class and be prepared to participate in the discussion and activities as well as to ask questions of the speakers.

Course Objectives:

By the end of the semester, students will be able to:

- Summarize current issues and trends in the field of housing development.
- Summarize the housing needs of households.
- Apply financial analysis techniques for housing development and management.
- Evaluate multifamily housing management processes as they serve residents and influence asset value.
- Evaluate the importance of management and the many aspects of the manager's role in the operation and strategic planning involved in the development and day-to-day management of multifamily housing.
- Practice professional skills in learning to be an effective team member and representative to community partners.

University Learning Outcome addressed in this Course:

Have mastered a body of knowledge and a mode of inquiry.

How the outcome is addressed: A multi-housing project proposal incorporating a market study to support the targeted need, financial analyses to address the costs, and identification of funding sources. Students synthesize the information in a plan to develop, sustain, and manage the housing development.

How the outcome is assessed: The outcome is assessed through a series of developmental activities over the course of the semester. Students propose a concept and engage in peer review. Based on peer and instructor feedback, students develop a housing development project scope and a narrative of the project based on a modified market analysis and available funding (1). The written proposal (2) includes an executive summary, market justification, funding sources and analyses, a plan to achieve entitlement to the property and community support, a marketing and staffing plan, and references. The project is presented to the class by a poster (3).

Release of Work Statement:

Students understand that enrollment in this course grants consent for their work to be selected for inclusion in college or departmental publications (online or in print). Your instructor may select to use your work to represent her/his skills as an instructor in a teaching portfolio (online or in print).

Workload:

In-class participation: During the semester, it is critical for you to be present, participate in discussions, ask questions of our project collaborators, guest speakers and student team presenters, and, in general, engage in your learning. You will be assigned to investigate issues related to the housing project this semester. Topics include demographics, site issues, and precedent housing types for affordable family housing. The dates for the presentations will be announced in class.

Guest speaker summaries (see assignment on Moodle): For each speaker, complete a one to two page summary of the speaker's presentation, including your evaluation of the material presented. Review their website and add a summary of how they create a web presence to reach their target populations. If the presentation included a site visit, describe the facility. Finally, tie the three things, speakers' presentation, the website, and the physical space, together in a conclusion. You must submit five (5) of these by the beginning of the immediate next class period after each speaker's visit to receive credit. You will receive 20 points for each summary you submit, up to a maximum total of 100 points.

Summary of a planning commission meeting (see assignment on Moodle): You must find and attend a city planning commission meeting or a city zoning committee meeting at which a housing development is discussed. You may go with another member of the class, but you must submit your own summary. Plan to attend a meeting early enough in the semester so that you are able to submit the summary no later than **April 7**. Be aware that agendas can change at the last minute and you may need to attend a second meeting. The summary must be submitted in the form of a professional memo to the owner of the development company whose project is being discussed at the meeting. The memo is to summarize the proposal, the issues that the committee members or citizens at the meeting bring up, and your recommendations to the owner of the development company for next steps.

Housing development proposal (see assignment sheet on Moodle): This is the main assignment for the course and gives you an opportunity to complete a housing development proposal that will be considered by Carver County. Points for this assignment will be based on its component parts. After receiving your grades for each component, keep copies of each part so that you can integrate your revisions into the final full proposal. Each team will prepare a market rate and a subsidized financial plan for the project. The due dates for the various components of the project are:

1. **February 3:** Turn in a proposal concept that identifies and summarizes your concept for the project. Submit one to two paragraphs summarizing your concept including your target market, the housing structure type, tenure type, and style of housing you propose.
2. **February 24:** Bring to class a written draft of your narrative based on the topics provided in class. You will share it with other class members for a peer review workshop to receive feedback about your proposed project.
3. **March 9:** A narrative of your proposal is due.
4. **May 4:** You will prepare a poster to present during class at the end of the semester. The purpose of the poster is to present your ideas concisely in a visual presentation that would be typical of a poster presentation at a community meeting to garner their support for your project. You will also present your poster to the community partners. More information will be covered in class.
5. **May 6:** The final written proposal is due on Friday. This housing development proposal is a thorough examination of a proposed development based on market analysis, financial analyses, design, and marketing and management plan.

Team peer evaluation: Being an effective team member is crucial to the team's success. Part of your grade will be based on your partner's evaluation of your effort toward the team's products (the investigation and the development proposal) and also, your evaluation of your partner.

Online exams: Two online essay exams will be given. The first will be on Wednesday, March 11 during class, and the second on May 12. The exams are open book and will cover written material, lectures, speaker presentations, and student presentations.

Assignments	Due date	Points
In-class activities and presentations	Varies	50 points
Guest speaker summaries (5 @ 10 points each)	Varies	100 points
Summary of a planning commission meeting	April 4	50 points
Housing development proposal (200 points in total):		
Proposal concept	February 3	10 points
Peer review of narrative (in class)	February 24	10 points
Narrative for housing proposal	March 9	30 points
Poster presentation	May 4	50 points
Written proposal	May 6	100 points
Exams (2 @ 50 points)	March 9 & May 12	<u>100 points</u>
Total points		500 points

Your final grade will be based on the total number of points you have earned on the assignments. Graduate students' work will be assessed based on a higher standard of evaluation than undergraduate students' work.

Points	Percentage	Grade	U of M standard for letter grade
465-500	93-100	A	Represents achievement that is outstanding relative to the level necessary to meet course requirements.
450-464	90-92	A -	
435-449	87-89	B+	Represents achievement that is significantly above the level necessary to meet course requirements.
415-434	83-86	B	
400-414	80-82	B -	
385-399	77-79	C+	Represents achievement that meets course requirements in every respect.
365-384	73-76	C	
350-364	70-72	C -	
335-349	67-69	D+	Represents achievement that is worthy of credit even though it fails to meet fully the course requirements.
300-334	60-66	D	
0-299	0-59	F	Represents failure or work was completed but at a level of achievement that is not worthy of credit.

Course Policies:**Grade definitions**

<http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>

Scholastic dishonesty and student conduct code

http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.pdf

Makeup work for legitimate absences

If you have a crisis beyond your control, contact Dr. Bruin immediately to work out an accommodation. Exams are to be taken during the scheduled time. A missed exam is a missed grade. Exams may be made up only if an emergency arises. If you have an emergency, contact Dr. Bruin as soon as possible by phone (leave a message if we are not in) or by email. Incompletes will be given only at the discretion of the instructors for reasons such as a documented prolonged illness.

<http://www.policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>

PEDs in classroom

<http://policy.umn.edu/Policies/Education/Education/CLASSROOMPED.html>

Use of class notes and materials

<http://policy.umn.edu/Policies/Education/Education/CLASSNOTESSTUDENTS.html>

Sexual harassment

<http://www1.umn.edu/regents/policies/humanresources/SexHarassment.pdf>

Statement on climate of inclusivity

http://www1.umn.edu/regents/policies/administrative/Equity_Diversity_EO_AA.pdf

Academic freedom and responsibility

http://www1.umn.edu/regents/policies/academic/Academic_Freedom.pdf

Statements about the availability of disability and mental health services

<http://ds.umn.edu/student-services.html> and <http://www.mentalhealth.umn.edu>

Work submitted after the due date

I am committed to returning your assignments in a timely way, but that requires that you complete them on time. Assignments are to be submitted to the class Moodle site and a hard copy brought to

class on the assigned due date. If submitted after 9:05 am on the due date, 10% of the total points will be subtracted.

Extra credit options

There are no extra credit options planned for this course.

Course Expectations:

During the semester, a number of guest speakers from the professional community will be coming to class to speak about their work. These individuals are sharing time with us because they are interested in your professional development and want to contribute to your learning. Members of this class and the instructors represent the University of Minnesota to the speakers. Their impressions of the character of UM students and faculty will be based in large part on their experience with our class. Therefore, we expect that you will contribute to a productive learning environment by reading assignments before class and respectfully contribute to discussions.

Learning Needs:

We encourage you to meet with the instructor during office hours or by appointment to discuss difficulties or concerns with the course. Reasonable accommodations will be provided for students with documented learning, physical, or mental challenges. If you think you may have a problem in successfully completing this class, you must see UM Disability Services at the beginning of the semester so that they may help assess your needs and provide your instructors with accommodation options that will allow you to complete the class. Their website is <http://ds.umn.edu/>. You need to be proactive in meeting with them before you experience problems in the class. Assignments cannot be repeated and accommodations will not be made for assignments already completed.

COURSE SCHEDULE: Spring 2015 [subject to change; tbc=to be confirmed]

Week One:	January 20 Introduction to class
Week Two: January 25 City roles in development	January 27 Development overview Readings: Peiser, Chapters 1 and 8
Week Three: February 1 Development process Due: Concept for housing development proposal Readings: Peiser, Chapter 2	February 3 Fair housing
Week Four: February 8 Development partners Readings: Peiser, Chapter 3	February 10 Development
Week Five: February 15 Land development Readings: Peiser, Chapter 4	February 17 Affordable housing

Week Six: February 22 Affordable housing development Due: Draft of narrative for peer review	February 24 Historic tax credits
Week Seven: February 29 Market analysis	March 2 Financing residential development Readings: See Moodle site for MHFA documents
Week Eight: March 7 Financing Due: Narrative for final project	March 9 Online exam: You will take the first exam in class. It will be proctored and available through the class Moodle site between 9:05 a.m. – 11:00 a.m. The exam is essay format and is open book(s), notes, etc.
Week Nine: March 14	March 16 <i>NO CLASS – SPRING BREAK</i>
Week Ten: March 21 Intro to management	March 23 Common Interest Communities
Week Eleven: March 28 Management terms & overview Readings: Kelly, see Moodle site	March 30
Week Twelve: April 4 Rental housing and amenities Readings: Kelly, see Moodle site	April 6 Staffing, policies, leasing up, fair housing, ethics Due: Planning commission summary
Week Thirteen: April 11 Market strategies, attracting prospects Readings: Kelly, see Moodle site	April 13 Special populations
Week Fourteen: April 18 Supportive housing; SRO's Reading: Kelly, see Moodle site	April 20 Senior housing/cooperatives
Week Fifteen: April 25 Management experiences	April 27 Class review
Week Sixteen: May 3 May 6 Student presentations Final Project Due Due: Student poster presentations of proposals	May 12 Online exam: You will take the second exam in room in class. It will be proctored and available through the class Moodle site between 9:05 a.m. – 11:00 a.m. The exam is essay format and open book(s).